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ABSTRACT

Explained are the rationale, development, and function of the University of Wisconsin--Stout Career Special Education Program, a teacher training program for the secondary level career special educator of educable mentally retarded (EMR) students which has incorporated the methodologies of both competency based teacher training and systems theory. Outlined are the basic steps required in the systems development of the vocational education for the handicapped program: description (role definition) of the idealized vocational education for the handicapped; the identification of the required competencies; the identification of the student performance which the trainee must demonstrate in the development of the competencies; the identification of the activities which would lead to the acquisition of the desired competencies; and evaluation. Detailed are four basic problem areas encountered in the program: curriculum design and student performance evaluation; competency enlargement; practicums-clinical experience; and lack of identification regarding certification, housing, and degree titles. Appended are a sample special education study field questionnaire, summary of program competencies and student performance criteria, test out procedures for referral forms, and a site visit report. Table, figures, and diagrams are also provided and include a suggested EMR curriculum, a time line for program activities, and teacher competencies. (SBH)

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VOCATIONAL EDUCATION FOR THE HANDICAPPED

A Competency Based Program

by

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Program Director

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R.J.B.

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1.0 INTRODUCTION

Vocational skills and education for a career should be provided for all handicapped adolescents. Typically, career preparation for the handicapped student has been left largely to chance with the primary focus placed upon academic and quasi-academic skills. Handicapped youth have been forced into inadequate academic molds which have been irrelevant and at times, detrimental. As a result of inadequate educational programs, many such youth have been set adrift in society ill-prepared to meet the social and vocational requirements necessary to function in that society. The blight of our handicapped with regard to appropriate education is nothing less than a National disgrace, crying out for attention and prompt remedy.

Handicapped individuals have all too often been sterotyped and thought of as having static, unmoving disabilities. Handicaps, i.e., disadvantages that make achievement difficult, are generally noticeable and troublesome when society allows for only one avenue of success. Academic achievement has long been the "one way" avenue for success in schools. Students have been expected to progress smoothly in an orderly lock-step fashion, politely observing the rules of the road. Individuals moving too slow or disrupting the general overall movement along the academic avenue, were simply forced off the road. The human wreckage and loss of individual potential has indeed been staggering . . . the waste can no longer be accepted or tolerated. New pioneering avenues of training which circumvent the individual's limitations have been surveyed. Using new educational methodology and systems technology, many handicapped individuals have achieved success in vocational, career, and life function roles.

Vocational, career and life function preparation has been moving from an "unwanted child" status of the schools to its rightful position as a vital ingredient for a sound general education. Within the past few years, the necessity for its inclusion in the educational program of the handicapped has been pointed out as a prime educational need. The President's Committee on Mental Retardation (1969) for example, recommended a realistic curriculum that readies individuals to meet the actual demands of daily living and to work in jobs that

actually exist in the community. Martin (1972), of the Bureau of Education for the Handicapped, recommended:

> "We need to redefine our basic instructional programs while developing more special vocational programs so that every child has the opportunity to partake in what is being called career education, an education which provides him the exposure to a variety of work related experiences and which develops attitudes and skills relevant to future employment".

The main thrust of career education is to prepare all students for a successful life by increasing their options for occupational choice by eliminating real or imaginary barriers to attaining job and life function skills, and by enhancing learning achievements. These goals appear to be pertinent to education in general, and particularly relevant to the education of the handicapped adolescent since they both delineate and address the primary concerns of the adolescent: adequate job and life preparation.

The time for implementation of career education for the handicapped is at hand. Educators are being encouraged and, in some cases mandated, to commit time and funding resources to the development of programs incorporating the concepts of career education. Many states have passed landmark mandatory Special Education Legislation establishing the legal right of access to an educational program commensurate with abilities, needs, and interests for every child, regardless of handicapping conditions. Michigan's Public Act 198, for example, mandates that local and intermediate school districts provide, or contract with other school districts or agencies to provide appropriate educational programs and services for all handicapped children who reside in that district from the time they are newborn to age twenty-five (Scholl, 1973). In addition to mandating services for school age children, i.e., 6-18, most legislation expands the age range typically served by school districts to include early childhood through young adult handicapped.

Most states without Special Education legislation are experiencing litigation directed primarily at differential education. The right-to-education lawsuits charge the states and their school districts with a violation of the Fourteenth Amendment of the U.S. Constitution for failure to provide suitable educational opportunity for all

handicapped children. These right-to-education lawsuits have been filed in over twenty-five states, and are part of a nationwide movement occurring in courts and legislatures to open school house doors to all handicapped children. The movement and the right-to-education suites follow the legal principles established originally in 1972 in Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania and Mills v. Board of Education of the District of Columbia.

The arguments presented by right-to-education plaintiffs states in essence that free public education, where the state has undertaken to provide it, is a right that must be made available to all on equal terms. Specific issue has been taken with state statutes, as in the case in Kentucky, where the local boards are required to exempt from compulsory school attendance children "whose physical or mental conditions prevents or renders inadvisable attendance at school or application to study".

Segregation and exclusion with regard to the handicapped has become untenable and in many cases, illegal. While many states have pushed forth Special Education legislation for humanitarian reasons, some, have adopted new laws as a means to avoid decisive court action. For whatever rational, the direction and responsibility for providing services and programs for the handicapped are quite clear. The schools must provide adequate educational, career, and life function preparation. Public education has been signaled out as the primary vehicle charged with program implementation and fiscal responsibility.

School districts which fail to comply with legislation and statutues requiring adequate programs for the handicapped are being challenged by parents and other student advocate groups. School boards, school administrators, state department of instruction officials, and teachers are being sued in an ever increasing number, for failure to provide adequate programs. Most professionals in the field recognize that an "adequate" program must go beyond the typical academic and quasi-academic experiences to include career education. The crux of the problem according to many is in over coming the inertia of the traditional academic model. Simply increasing the academic avenue in size and scope accomplishes little more than perpetuating a structure which, is limited for all students and, irrelevant for

many.

The traditional academic structure is limited in application for the handicapped. It makes little sense, for example, to increase a senior high student's reading rate from grade equivalence 3.2 to 3.4. Worthy as the increase in reading may be, it most probably will not make a significant difference in his career or life function role. New avenues of education stressing realistic and relevant preparation for career and life function roles can make significant differences and form the base of "adequate" programs.

Focal point of adequate program development for the handicapped adolescent should be the preparation of teachers who can provide the pertinent vocational and social skills needed by these youth since, it is the teacher who holds major responsibility for the transmittal of such skills. Educators with new skills, perspectives, and expectations are needed to provide career education to the handicapped and promote the transition of handicapped youth from the school setting to the world of work.

Teacher training programs in career education for the handicapped are practically non-existent. Where they do exist, they are typically a remodeled traditional structure built upon somewhat shakey programs. The patchwork and built-in barriers of these programs could be rearranged and disguised; however, they would still be present . . . guaranteeing frustration and ultimate failure. Needed, is a totally new teacher training structure built upon solid foundations - a structure incorporating current thinking and designed for continual renewal.

Over the past four years, a new teacher training program for the career special educator has been developed at the University of Wisconsin--Stout. The career special education program has incorporated the methodologies of both competency based teacher training and systems theory. This paper, is an attempt to explain the rationale, development, and function of the University of Wisconsin--Stout Career Special Education Program.

2.0 DEVELOPMENT

The creation and evolution of a new teacher training program is both exciting and frustrating. Many contradictory forces are put into play, and most often the original program architects would scarcely recognize their plans after policy makers and the abrasive powers of reality take their toll. The selective processes involved in program development may not assure the survival of the fittest, but they do leave deep pragmatic scars. The Stout program has been in a constant state of change, and as Art Pearl was fond of saying, "all change is political".

The first step in developing a program is always difficult. Questions such as, where do we start? What direction do we take? and, Who should be involved? permeate the initial thinking. The methods used in the development of the Stout program were generally traditional and somewhat "time honored". Traditional research and experts, it seems, quite often recommend more experts and more research. The Stout program utilized methods involving both research and experts, some methods proved worthwhile and others, less so. Hopefully, future programs may profit from the successes and failures experienced in the Stout program.

The process of competency formulation (or competency identification) and validation is a most crutial step in developing a competency based teacher training program. If the teacher training program is to have general application in the field, the program competencies must closely approximate those competencies necessary to perform an actual or idealized role.

Typically, competency statements are grounded on "expert" opinion, e.g., teacher educators, state department leaders, and researchers in education (Shores, 1973). While expert opinion is a "starting point" for defining teacher competencies, opinion alone cannot serve as the sole validation regarding the appropriateness of those competencies.

The development of <u>new</u> teacher training model possess additional problems since one cannot observe successful teachers actually engaged in the behavior of skills desired. A new teacher training model is based more upon the projection of an idealized role (what are the skills

The questionnaire was mailed to all 251 secondary EMR teachers and 31 randomly selected supervisors in the state. Of the 282 questionnaires mailed, 205 (73%) responded. The 31 teacher competencies were evaluated by the respondents in terms of their ability to meet the needs of secondary EMR students. The respondents rating of the teacher competencies are presented in Table 1 and 2.

The results indicate that secondary special education teachers perceive occupational information and preparation to be of crutial importance to the secondary EMR student. Within this area of "very important" competencies were, Work adjustment, Job seeking, Personal care, Job tryouts, Job placement, and Work evaluation. Activities of daily living were ranked below the occupational competencies but ahead of both psycho-social and academic competencies. Academic instruction was not rated as important in general. However, academic instruction directly related to social and vocational adjustment was rated as important.

The data in this study indicated that most secondary special education teachers perceived that secondary EMR students can best be served by vocational/occupational (career) oriented teachers and experiences as opposed to academic oriented teachers and experiences. In comparing existing programs to an idealized program, the respondents indicated that secondary special education students were not generally receiving an education appropriate with their needs, i.e., career oriented education program, rather, most special education classes stressed academic skills and behaviors.

Based upon these and other related findings, the staff of the Special Education Project, University of Wisconsin--Stout, proceeded to develop a model program for secondary EMR students and, a teacher training model directed to the needs of students.

Model Program for Secondary EMR

The Model Program for Secondary EMR students is an arranged schedule of curricular activities based upon the perceived needs of students. It is flexible enough to be incorporated in a regular classroom, special resource room, or other administrative and

Table 1

Teacher Competencies

	Competencies		Total Group Mean	Rk.	Percentage Total Group Ideally & In Practice SET I	SET P	PVS I	PVS P	OSP I	OSP P	OOS I	OOS P	N
Very Important Competencies (4.51>)													
1	4.2	Work Adjustment	4.72	1	80	86	63	30	39	25	31	17	5
2	4.6	Job Seeking	4.57	2	89	96	59	28	24	14	16	8	3
3	2.3	Personal Care	4.56	3	81	89	17	7	70	54	36	17	7
4	1.1	Soc. acceptable behav.	4.54	4	90	99	24	14	48	32	38	19	1
5	4.8	Job Tryouts	4.52	5	53	60	62	34	23	15	36	25	16
6	4.9	Job Placement	4.52	5	42	48	62	27	32	16	36	20	32
7	4.1	Vocational Eval.	4.52	5	63	70	70	36	45	30	28	20	12
Important Competencies (4.26-4.50)													
8	1.2	Reinforcement for self Confidence	4.49	8	92	96	31	18	52	32	33	14	4
9	4.5	Vocational Guid.	4.42	9	77	87	64	31	48	28	25	12	5
10	2.9	Respon. to self, other	4.41	10	91	94	36	19	54	38	43	18	7
11	2.8	Communication Skills	4.40	11	99	98	15	6	42	30	18	7	3
12	2.1	Home Management	4.38	12	75	81	22	9	77	65	27	11	6
13	3.2	Academic Instuction	4.36	13	87	92	47	24	43	27	17	4	6
14	4.7	Community Agencies	4.29	14	73	79	59	32	34	22	28	15	10
(4.00 - 4.25)													
15	4.10	Reports to Agencies	4.22	15	50	60	55	33	39	25	22	9	20
16	1.3	Interaction with Normals	4.19	16	65	79	27	12	77	54	39	22	10
17	1.8	Prof. assistance for responsibility	4.17	17	80	88	45	21	58	35	34	15	11
18	4.11	Post-school Activity	4.05	18	32	30	44	17	29	15	52	17	48
19	4.3	Dev. Manual Abilities	4.03	19	56	60	38	16	68	58	25	14	12
20	2.5	Leisure-time	4.02	20	80	86	16	6	60	45	48	20	13
21	2.2	Home Mechanics	4.01	21	52	55	26	10	78	60	29	15	17
22	2.7	Civic Responsibilitie	4.00	22	94	97	13	7	37	23	29	11	4
23	2.6	Mobility Training	4.00	22	74	76	17	8	80	70	28	17	5

Table 1 (cont.)

Competencies			Total Group Mean	Rk.	Percentage Total Group Ideally & In Practice SET I	SET P	PVS I	PVS P	OSP I	OSP P	OOS I	OOS P	OOS N
(3.76 - 4.00)													
24	3.3	Curriculum Models	3.98	24	90	86	28	11	40	24	14	3	10
25	4.4	Specific Job Training	3.95	25	52	56	52	21	57	40	35	27	17
26	1.6	Social, Emotional, & Intellectual Funct.	3.94	26	72	78	24	12	42	30	53	22	16
26	1.6	Util. Community Resources	3.93	27	86	93	17	7	29	15	49	24	9
28	1.7	Help Parents	3.92	28	60	65	26	11	60	39	48	19	22
29	1.4	Independent Thinking	3.87	29	93	96	25	11	37	20	21	12	5
30	3.1	Eval. of Academic Abilities	3.84	30	82	85	33	15	64	57	14	4	4
Moderately Important Competencies (3.50-)													
31	1.5	Aesthetic Values	3.46	31	81	90	13	5	55	33	48	20	9

Note: In last column, SET = Special Education Teacher, PVC = Prevocational Coordinator, OSP = Other School Personnel, OOS = Out of School Personnel, I = Ideally, P = In Practice, N = Not Provided.

Table 2

Teacher Competencies by Curriculum Area

Curriculum Area Competencies	Total Group Rank	Ideally	In Practice
Occupational Information and Preparation			
Vocational Evaluation	5	PVC	SET
Work Adjustment	1	SET, PVC	SET
Developing Manual Abilities	19	OSP	SET
Specific Job Training	25	SET, PVC, OSP	SET
Vocational Guidance	9	SET, PVC	SET
Job Seeking	2	SET	SET
Community Agencies	14	SET, PVC	SET
Job Tryouts	5	PVC, SET	SET
Job Placement	5	PVC. SET	SET
Reports to Agencies	15	SET	SET
Post-School Activities	18	OOS, PVC	N, SET
Activities of Daily Living	12	OSP, SET	SET, OSP
Home Mechanics	21	OSP, SET	OSP, SET
Personal Care	3	SET, OSP	SET, OSP
Util. Community Resources	27	SET	SET
Leisure Time	20	SET, OSP	SET
Mobility Training	22	OSP, SET	SET, OSP
Civic Responsibilities	22	OSP, SET	SET, OSP
Communication Skills	11	SET	SET
Responsiblity to Self & Others	10	SET, OSP	SET
Psycho-Social			
Soc. Acceptable Behavior	4	SET	SET
Reinforcement for Self-confidence	8	SET, OSP	SET
Interaction with Normals	16	OSP, SET	SET, OSP
Independent Thinking	29	SET	SET
Aesthetic Values	31	SET, OSP	SET
Social, Emot., Intel. Function	26	SET, OOS	SET
Help Parents	28	SET, OSP, OOS	SET
Prof. Assist. for Responsibility	17	SET, OSP	SET
Academic			
Evaluation of Academic Abilities	30	SET, OSP	SET, OSP
Academic Instruction	13	SET	SET
Curriculum Models	24	SET	SET

Note: In last column, SET = Special Education Teacher, PVC = Prevocational Coordinator, OSP = Other School Personnel, OOS = Out of School Personnel, N = Not Provided.

functional structures. The need-based program is predicted upon a needs analysis and, the belief that when students leave school, they must be prepared to earn a living and function in an adult society.

A summary outline of the suggested secondary EMR curriculum is presented in Figure 1. The needs based curriculum is divided into three curriculum areas, Occupational Information and Preparation, Activities of Daily Living, and Psycho-Social. Each of these three areas is further reduced to include suggested topics and content. Obviously, the summary outline is not intended to be used as a curriculum guide, rather, it is meant only to indicate areas, topics, and content which should be included inthe secondary special education curriculum.

Teacher Training Model

The secondary needs-based program requires the schools to provide learning experiences in areas which have been here-to-fore neglected or, left mostly to chance. The respondents to the Project survey indicated that career preparation should receive the most emphasis in secondary special education programs. Yet, secondary special education teachers reported that career activities were not being stressed and that they (the teachers) lacked competencies in the career curriculum areas. In interviews with the Project staff, the teachers said that they were inadequately prepared and experienced to teach their students skills and behaviors needed for specific jobs, work related tasks, career exploration, and employer-employee relationships. Practically all respondents indicated that they had no training in vocational education and vocational rehabilitation -- the two areas essential for adequate curriculum offerings in career preparation.

The teaching "competencies" obtained in the initial research were presented to the Deans of each of four schools at the University of Wisconsin--Stout, i.e., School of Education, Liberal Studies, Home Economics, and School of Industry and Technology. The Deans selected the competencies that could be provided for within their schools and appointed faculty members to assist in developing or modifying courses in which the instruction for additional competencies could be integrated.

Figure 1

Curriculum Area	Curriculum Topic	Content
Occupational Information	Prevocational Evaluation	Interest, performance, and aptitude tests Work samples Work tasks Situational assessments Job analysis Job tryouts (school & community)
	Work Adjustment	Simulated work (classroom) Actual work (school & community)
	Prevocational and Vocational Informations: Guidance and Counseling	The world of work Jobs, their skills & requirements Community occupational resources Selecting vocational goals
	Obtaining Employment	Locating jobs Applications and interviews
Activities of Daily Living	Foods and Nutrition	Meal planning Food purchasing & storing Meal preparing & serving Kitchen and dining area maintenance
	Clothing	Clothing purchasing Clothing care Clothing storage Clothing repair Textile project
	Home Management	Family finance Record keeping Bank & credit facilities Budgeting--spending income Community resources

Curriculum Area	Curriculum Topic	Content
Activities of Daily Living (cont.)	Care and Repair of Home Furnishings and Equipment	Home mechanics Maintenace Improvement
	Child Development and Family Living	Family functions Personal relationships Effective family living
	Personal Care	Grooming Sex education Physical fitness, coordination
	Civic Activities	Governments State and local heritage and customs Local and national laws Citizen rights and responsibilities
	Recreation and Leisure Time	Resources Activities Motor skills
	Mobility	Inter- and intra-city travel Drivers' education Traffic laws Aid agencies
	Communication	Language arts for daily living
Psycho-Social	Personal Growth	Understanding self Understanding socially acceptable behavior Developing self-confidence, independence, and initiative
	Inter-Personal Growth	Understanding others Interacting with "mormals" Choosing, developing, and maintaining relationships Communicating

In preparing the curriculum the Project staff had to consider several criteria. First, all of the competencies determined by the research had to be provided for in the required course work. Second, the basic curriculum had to contain 18 credits of Special Education and 18 credits of general education, as required by the Wisconsin Department of Public Instruction. Third, this very inclusive teacher training bachelor's degree program had to be limited to a four year, or 130 credit, preparation period to ensure its competitiveness with training programs in other fields. Finally, the curriculum had to be approved by several University of Wisconsin--Stout curriculum committees and meet certification requirements of the Wisconsin Department of Public Instruction, the North Central Association of Colleges and Secondary Schools, and the National Committee for Accredation of Teacher Education.

The model teacher training curriculum, which meets all of the above criteria, is presented in Figure 2. It is divided into four areas of study: General Studies; Education and Rehabilitation Studies; Vocational Education Studies; and Free Electives.

Turning Point

Up to this point in the program development (approximately 1972, see Figure 3, Program Time Line), activities seemed to support one another and follow a logical progression. The planning conference developed need statements for secondary EMR students and over one hundred competencies that secondary EMR teachers should possess. The "competencies" were synthesized into four areas and thirty-one basic competencies. The thirty-one "competencies" were "validated" in an extensive study and, the four curricular areas ordered in terms of importance. Course work was arranged or developed to encompass the "competencies" and everything looked in order.

But alas, the "competencies were <u>not</u> instructional competencies, in fact, they were not competencies at all. What had been called competencies (see Table 1) e.g., "work adjustment", and "curriculum models" represented vague generalities difficult or impossible to translate into educational outcomes. The many thousands of dollars spent on research produced some interesting "findings" but did very little in producing meaningful direction in teacher training.

Figure 2

1972 Model Special Education Teacher Training Program for the Vocational/Occupational Oriented Secondary EMR Teacher

General Studies -- 40 Credits

Freshman English: Composition	3
Freshman English: Reading & Related Writing	3
Creative Writing, Expository Writing, or Critical Writing	3
Fundamentals of Speech	2
General Psychology	3
Introductory Sociology	3
Physiology & Anatomy	4
Science Elective	2-3
Government	3
History of America or General Economics	3
Physical Education (must include Exercise & Fitness)	2
Electives (a minimum of one course from at least three of the following areas: Math, Art, Music, Theator, Literature French, Philosophy)	8-9

EDUCATION AND REHABILITATION STUDIES

Special Education -- 24 Credits

Introduction to Education of the EMR	3
Psychology of the Exceptional Child	2
Mental Retardation	3
Issues in Special Education	1
Curriculum & Methods in Teaching the Secondary EMR	9
Student Teaching - Secondary EMR	6

General Professional Education -- 19 Credits

Professional Teacher Education (6 semesters)	12

Including:
- Principles of Secondary Education
- Adolescent Psychology
- Personality and Mental Health
- Assessment
- Principles of Learning
- Curriculum and Methods
- Practicum with Normal Students

Abnormal Psychology	3
AV Communication	2
Preparation of AV Material	2

Rehabilitation -- 11 Credits

Community Resources	3
Rehabilitation Practicum	2
Rehabilitation Methods I: Evaluation	3
Rehabilitation Methods II: Adjustment	3

Vocational Education Studies -- 25 Credits

Family Living (EMR)	3
Food Management	3
Basic Apparel for the EMR	3
Housekeeping Skills for the EMR	3
Processes I	3
Industrial Crafts	2
Introduction to Graphic Arts	2
Physical Education for the Handicapped Student at the Secondary Level	2
Physical Education Elective (additional 2 credits to be approved by program director)	2

Free Electives -- 11 Credits

Total Credits	130

Figure 3

Time Line for Program Activities

(1970-71) Planning Conference	(1971-72) Research	(1972-73) Competency Development	(1973-74) Training Initiated
Experts and lay people determined: 1. Needs of Secondary EMR students 2. "Competencies"* teachers should possess to meet student needs	1. Validation of competencies.* 2. Design of model curriculum. 3. Design of teacher training model.	1. Systems approach to development of teacher competencies. 2. Courses developed or modified.	1. Modification of courses, performance criterion, and development of a more competency based criterion reference curriculum.

*These competencies actually represent curriculum areas as opposed to behavioral competencies.

At that point in time, 1972, the program passed from a research to an instruction oriented director. The new dircctor set about building an instructional program based upon the "research" information utilizing a systems approach. The four basic steps required in the systems development of the vocational education for the handicapped program were identified. They were: .1) Description (role definition) of the idealized vocational education for the handicapped, .2) the identification of the required competencies, .3) the identification of the student performance which the trainee must demonstrate in the development of the competencies, .4) the identification of the activities which would lead to the acquisition of the desired competencies, and .5) evaluation. The VEH Competency Model is presented in Diagram I.

.1 Role Description

The project staff synthesized research information, professional experience, and plain old "gut feelings" to develop an idealized role description of a position which should exist in public schools, but as yet, did not exist. The description of role along with possible settings and students to be served is contained in the following:

> The role of the special educator as conceptualized in this program is that of career educator, work evaluator, and job coordinator. The teacher will strive to create learning situations in which the student experiences the processes of developing career awareness and career placements. The classroom should be equipped with vocational education equipment and job samples which allow the students to explore and train themselves to proficiency levels that allow them to enter regular vocational education programs. These activities then will lead to trial work placements. These students will be considered as part of the special education program and under informal supervision of the teacher until he/she has had at least one full year of successful job placement.
>
> To more clearly identify the teacher role in the Career Special Education Program, activities will be described which would be encountered by a typical student. This typical student has passed through a number of years of placement in EMR classes, is basically illiterate and alienated towards school, and carries the burden of being stigmatized by teachers, neighbors, and classmates. He generally has little understanding or awareness of life goals and has little knowledge of career opportunities. As the teacher meets this student, it is his/her function to give immediate

assessment along the dimensions of academic skills, vocational skills, school-teacher attitudes, and career goals. Typically, skills in all these dimensions are found to be minimal. The teacher is faced with the task of increasing competence of the student at all levels. The starting point for instruction is to facilitate success patterns in behavior control: develop academic like behavior; and promote decision making in planning academic and career goals.

The goals of the instructional activities are to develop sequential learning experiences from the ninth grade through the twelfth grade and beyond (possibly to an age level of 21). Typically, these activities in the ninth grade are to develop in the student some career awareness, some tentative decisions on career selection, involvement in curricular planning, and increased literacy skills; and during the tenth grade this student should develop further skills in career exploration, with some limited experience in job sampling, short term job placement, and vocational education. All formal classroom activities should be developed around career education and specific job orientation. During the eleventh and twelfth grades, greater emphasis should be placed on work-study programs with actual job placement used concurrently with academic activities preparing the student for his specific job. The teacher should carry on intensive work evaluation, work sampling, and job interviewing to allow the student successful simulation activities of problems of seeking jobs.

The teacher should also act as work-study coordinator, by locating jobs within the community and placing students on the job. For the students placed on the job, there should be supervision and follow-up activities that allow for consultation and guidance to the employers. Also, the teacher should continue to provide follow-up services to students for an extended period after they leave school.

.2 & .3 Identification of Required Competencies & Student Performance Criteria

The role description focused upon desired outcomes, and presented a general picture of what an idealized person should be able to do upon completion of the program; however, the role description was not instruction specific. The help of several more experts (among them Dr. Richard Brady, Dr. M. Steven Lilly) along with field based instructors was solicited in the attempt to define specific competencies needed by the vocational educator for the handicapped.

An intensive analysis of the role description presented earlier, yielded a list of eighteen competencies which are necessary for the

vocational educator of the handicapped to function effectively in the secondary school setting. Each of these competencies were translated into one or more student performance criteria, that describes behavior (knowledge and/or skills) which teachers-in-training are expected to complete successfully during the course of the training program. The emphasis in training is placed on student performance in the pre-service training which is indicative of successful job performance in the vocational education for the handicapped setting. It was hypothesized that students who meet the student performance criteria within the training program will have the knowledge and skills necessary to fulfill the idealized role of the vocational educator for the handicapped. Teacher competencies and the corresponding student performance criteria are presented totally in Table 3 and, summarized in Appendix B.

.4 Activities leading to Competency Acquisition

A conceptual model of teacher training (Diagram I) was employed to insure that activities are ordered and assigned to an appropriate place in the developmental sequence. Developmentally, the training program is divided into two phases. Each phase, requires professional performance in an increasingly complex situation.

Phase I, Individual Instruction, allows the trainee to demonstrate professional competencies in a tutorial situation. The trainee is provided an experience where the results of his/her teaching strategies are systematically observed. This feedback provides the trainee with reinforcement for his/her most successful approaches in teaching the individual student.

Phase II, Classroom Instruction, builds upon the professional skills developed and demonstrated in Phase I. In Phase II, the trainee is provided an opportunity to develop and demonstrate professional skills in a group situation. The increased number of interactions found in group instruction requires the trainee to operate within an increasingly complex situation. Phase II, approximates the expected teaching role and culminates with successful practice teaching.

By dividing the training program into developmental sequences,

Vocational Education for the Handicapped

Table 3

Competency	Student Performance Criterion	Intervention training experience	Phase
1. Develop a career-oriented special education program compatible with school procedures and regulations, and obtain administrative approval of the program.	1.1 Given three simulated plans for a secondary career-oriented special program, and a school district selected by the VEH project, the student will complete a written analysis of the extent to which each plan conforms to the policies and regulations of the school district. Where regulations are not met, the student will alter the plan so as to remedy the problem. Final products will be judged acceptable by one secondary school principal and two faculty members.	431-661 Career Ed. of Hand. Youth	II.1
	1.2 Given a school district in which to work, the student will develop an original plan for a secondary career-oriented special program which serves the needs of the students and conforms to school district regulations and procedures. The plan will be judged acceptable by two secondary principals and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II.1
2. Select students for a VEH project, including initial screening of the total school district population and follow-up evaluation resulting in selection of students to be served.	2.1 Given a school district in which to work, the student will develop a written plan for screening the entire student body and for a final selection of students for enrollment in the career-oriented special program. The plan will be judged acceptable by one secondary principal, one secondary counselor, and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II.1
	2.2 Given a school district in which to work, the students will develop a case study of three students which will be presented to an inter-disciplinary staffing. The case study shall include a behavioral analysis of the student's skills, recommendations for programming and the likely outcome of the program. The case study will be judged acceptable by the school psychologist, the school counselor, and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II.1

Competency	Student Performance Criterion	Intervention training experience	Phase
3. Carry on instructional planning in academic areas for academically troubled students (reading, written language, oral language, social studies, mathematics, and other academic areas required for high school graduation).	3.1 The student will complete four academic instruction projects with individual children, including at least one in reading and one in mathematics, demonstrating behavioral improvement in academic skills. The reports on the projects will include at least the following elements: Behavioral Statement of the Problem, Instructional Objective, Measurement Procedures, Teaching-Learning Procedures, Results (Baseline and Progress Data), and Interpretation. All reports will be judged acceptable by two faculty members.	431-560 Methods & Materials 431-661 Career Ed. of Hdcp. Youth 431-480 Student Teaching	I.1
	3.2 The student will complete a written analysis of at least six instructional materials in each of four academic areas, according to a format provided by the Special Education Project. All written analyses will be judged acceptable by two faculty members.	Same as above	II.1
	3.3 The student will develop one written unit in each of four academic areas, centering each unit on a specific vocational interest area, and will carry out each unit with a minimum group of five students. A report containing behavioral objectives, materials, and teaching-learning activities will be approved by one faculty member prior to teaching each unit, and a report on the outcomes of each unit presentation will be submitted subsequent to completion of the unit and judged acceptable by two faculty members.	Same as above	II.1
	3.4 Each student will complete a minimum of two months of academic instruction with a group of at least eight children. The report of this activity will include daily lesson plans, objectives for each child, a plan for systematic collection of data on each child's progress, results of the instruction, and evidence that progress data have been used in revising day-to-day classroom activities. The final report of this activity will be judged acceptable by a supervising teacher and two faculty members.	Same as above	II.1

Competency	Student Performance Criterion	Intervention training experience	Phas
4. Specify and control change of problem behaviors in the classroom through the use of behavior management techniques.	4.1 The student will complete three social behavior projects with children, including at least one dealing with total class behavior, demonstrating behavioral improvement in social behaviors in the classroom or school. The reports on the projects will include at least the following elements: Behavioral Statement of the Problem, Instructional Objective, Measurement Procedures, Teaching-Learning Procedures, Results (Baseline and Progress Data), Interpretation. All reports will be judged acceptable by two faculty members.	431-662 Classroom Management 431-480 Student Teaching	II.
	4.2 Given two case studies to be used as examples, the student will develop a plan for dealing on an immediate basis with extreme behavior problems judged to be beyond the scope of immediate classroom control systems. An example of such a problem is a situation in which an imminent threat of physical harm to the teacher or other students is posed. This plan will be judged acceptable by one secondary principal, one secondary counselor, and two faculty members.	Same as above	II.
	4.3 Given a regular classroom that is disorderly, unruly, the student will diagnose the problem, initiate correction procedures, and cause pupils to exhibit an acceptable task behavior. This will be judged acceptable by the school principal, the counselor, and two faculty members.	Same as above	III
5. Utilize behavior management procedures in analyzing vocational problems of students and improving students' vocational skills.	5.1 The student will complete three vocational behavior projects demonstrating behavioral improvements in vocational behavior of students. The reports on the projects will include at least the following elements: Behavioral Statement of the Problem, Instructional Objectives, Measurement Procedures, Teaching-Learning Procedures, Results (Baseline and Progress Data), Interpretation. All reports will be judged acceptable by two faculty members.	459-310 Rehab. Methods I	I.2

Competency	Student Performance Criterion	Intervention training Experience	Phase
6. Analyze students' occupational aptitudes, occupational liabilities, academic strengths and weaknesses, personal ambitions, and occupational expectancies.	6.1 Given two secondary students with whom to work, the student will prepare a report on each student including at least the following elements: (a) occupational strengths and weaknesses of the student; (b) educational strenths and weaknesses of the student; (c) occupational and recreational interests of the student; (d) family and community factors to consider in making career judgements in working with the student. Each report will be judged helpful by one rehabilitation counselor and one secondary counselor, and acceptable by two faculty members.	459-311 Rehab. Methods II	I.2
7. Analyze the local job market, economic factors in the community, job security and working conditions in several different job settings, community attitudes, and services of community support (economic, personal, recreational, etc.)	7.1 Given a community in which to work, the student will complete a community occupational analysis including at least the following elements: Analysis of local job market, Economic conditions of community, Possible job settings for graduates, Analysis of identified job (1) wages, (2) working conditions, (3) fringe benefits, (4) promotion procedures, (5) application procedures, Identification of support agencies and Attitudes of support agencies toward graduates of program. The rehabilitation counselor, secondary counselor, and two faculty members will judge this report.	431-661 Career Ed. of Hdcp. Youth 459-311 Rehab. Methods II	II.1
8. Develop individual student goals to be done cooperatively by teacher and student, based on a consideration of all information gathered in (4) and (5) above.	8.1 Given the student reports completed in Objective 6.1, the student will conduct an interview with each of the students concerning the report and its implications for high school program planning and future occupational choices. These interviews will be taped and judged acceptable by one rehabilitation counselor, one secondary counselor, and two faculty members.	459-310 Rehab. Methods I	I.2

Competency	Student Performance Criterion	Intervention training experience	Phase
9. Develop student programming, done cooperatively by teacher and student, resulting in a written plan to achieve the student goals stated in (6) above during the course of the career-oriented special program.	9.1 Given the reports completed in Objective 6.1 and the interviews completed in Objective 8.1, the student will complete a written plan outlining a total secondary school program for each of the two secondary students with whom he/she has been working. These plans will be judged acceptable by a secondary counselor, a secondary principal, and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II.1
10. Develop, utilize, and evaluate job samples designed to teach specific occupational skills.	10.1 Given a report form, the student will gather required information on at least ten commercial sources for purchasing work sample kits. The reports will be judged acceptable by two faculty members.	459-310 Rehab. Methods I	I.2
	10.2 The student will choose a minimum of five existing work samples and prepare a written analysis of each with regard to its applicability for students in a career-oriented special program. These analyses will be judged acceptable by two faculty members.	459-310 Rehab. Methods I	I.2
	10.3 The student will select one work skill to be taught in a career-oriented special program for which no work sample is available and will develop work samples designed to teach that skill. The work sample will be judged acceptable by one vocational rehabilitation counselor and two faculty members.	459-311 Rehab. Methods II	I.2
	10.4 Given the work sample developed in Objective 3, the student will utilize it with at least two secondary students and collect data on its effectiveness. The report of this field test will include procedures used, results, and plans for redesign of the work sample, and will be judged acceptable by one vocational rehabilitation counselor and two faculty members.	459-311 Rehab. Methods II	I.2

Competency	Student Performance Criterion	Intervention training experience	Phase
11. Develop and utilize mock job application and interview procedures and evaluate student performance in these simulated conditions.	11.1 Given the analysis of work settings accomplished in Objective 7.1, the student will develop mock job application and interview procedures for at least three of the jobs deemed appropriate for career-oriented special program students. These procedures will be judged accpetable by one vocational rehabilitation counselor and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II.1
	11.2 Given the mock job application and interview procedures developed in 11.1, the student will utilize them with at least three secondary students and collect data on their effectiveness. The report of this field test will include procedures used, results, and plans for redesign of the procedures, and will be judged acceptable by one vocational rehabilitation counselor and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II.1
12. Consult with secondary teachers to facilitate adequate performance of students in classes outside of the career-oriented special program.	12.1 During the Intensive Practicum (Phase II, Semester II), the student will arrange for and monitor the intergration of at least two students into regular secondary classes. This integration will be for a minimum of five hours per week for a ten week period. The student's performance of this task will be judged acceptable by the supervising teacher and two faculty members.	431-480 Student Teaching 431-560 Classroom Management	II.2
	12.2 Given the educational plans developed in Objective 9.1, the student will develop a written plan for the integration of the two secondary students into regular classes. The plan will cover the entire secondary school program, and will be judged acceptable by the supervising teacher and two faculty members.	Same as above	II.2
	12.2 Given the integration arrangements in Objective 12.1, the student will file weekly written reports on the number of contacts made with the regular classroom teacher, the nature of the contacts, materials provided to the teacher, aids provided to the teacher, and other cooperative work done with the teacher. The	Same as above	II.2

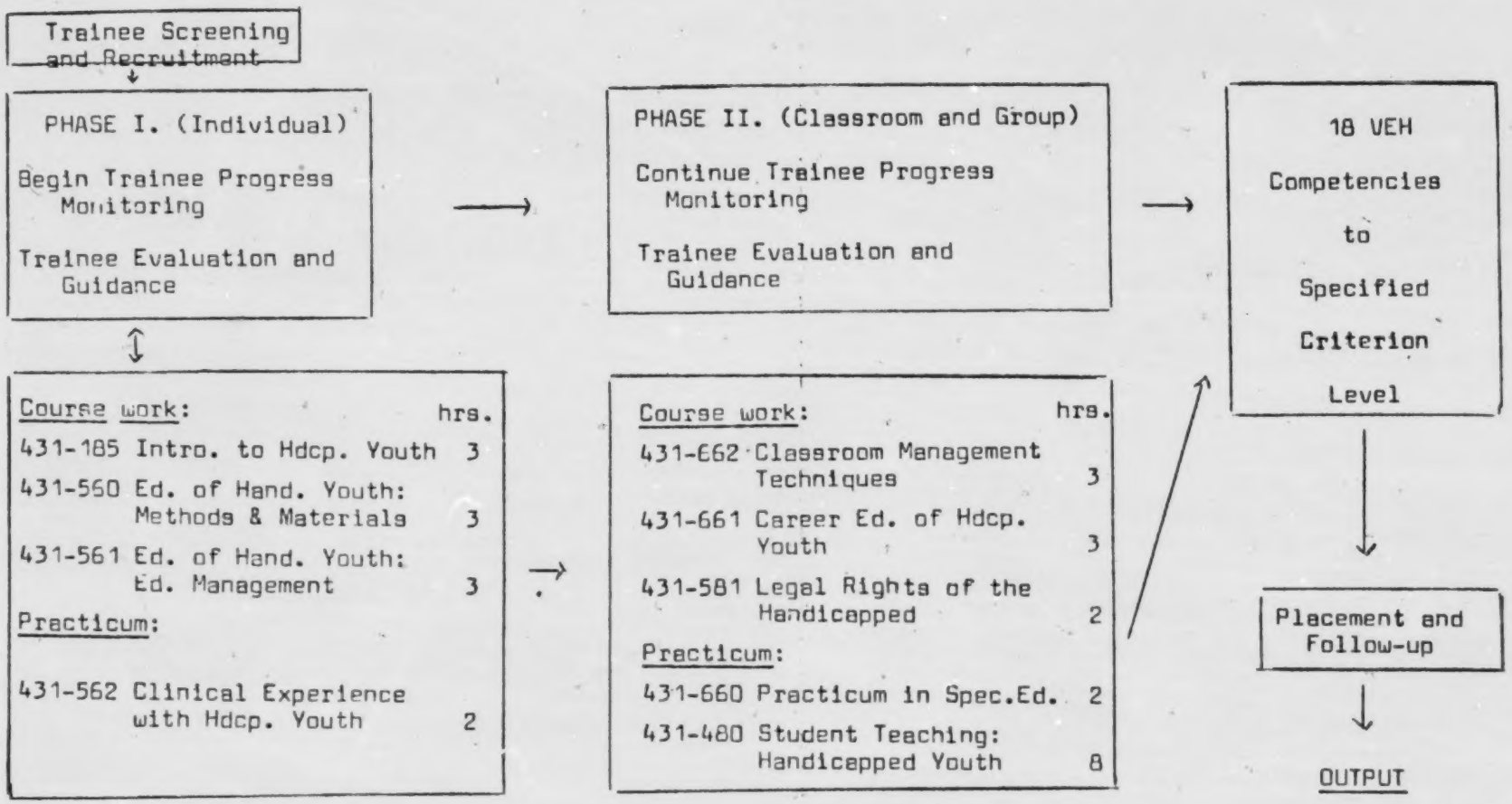
Competency	Student Performance Criterion	Intervention training experience	Pha
	12.3 (cont.) adequacy of the teacher trainee in fulfilling this "helping function" will be judged by the regular classroom teacher, the supervising teacher, and two faculty members.		
13. Identify, establish, and maintain part-time work placements for students in school and local community.	13.1 Given the list of jobs identified in Objective 7.1, the student will assemble a list of possible part-time job placements for students in the career-oriented special program, and a rationale for the selection of each job setting. The choice of jobs for inclusion on the list will be judged acceptable by a vocational rehabilitation counselor and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II
	13.2 Given a high school in which to work, the student will assemble a list of possible part-time job placements within the high school, for students enrolled in the career-oriented special program, and a rationale for the selection of each job setting. The choice of jobs for inclusion on the list will be judged acceptable by a secondary counselor and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II
	13.3 Given the part-time job placements specified in Objective 13.1, the student will conduct at least three mock interviews with faculty members playing the role of potential employers. The objective of each interview will be to convince the employer to participate in the career-oriented special program. Each interview will be taped, and the student's performance judged acceptable by a vocational rehabilitation counselor and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II.
14. Train employers in (13) above with regard to the special functions and requirements of the controlled work placement.	14.1 Given one part-time work placement specified in Objective 13.1, the student will complete written specifications of the role of each person in that controlled work placement, including the employer, vocational rehabilitation counselor, school principal, teacher, and student. This product will be judged acceptable by an employer, vocational	431-661 Career Ed. of Hdcp. Youth	II.

Competency	Student Performance Criterion	Intervention training experience	Phase
	14.1 (cont.) rehabilitation counselor, school principal, a secondary teacher, and a faculty member.		
15. Supervise students in on-the-job placements and designing school programs to support the controlled work placement.	15.1 Given the controlled work placements specified in objective 13.1, the student will develop a feedback system for monitoring and evaluating student job performance, to be used by all supervisory personnel involved. The feedback should be continuous on at least a weekly basis, and the plan should include all forms as well as a schedule for reporting. The final plan will be judged acceptable by an employer, a vocational rehabilitation counselor, a school principal, a secondary teacher, and a faculty member.	431-661 Career Ed. of Hdcp. Youth	II.
	15.2 In conjuction with an operating part-time work placement program, the student will complete at least three supervisory visits to students in controlled work placements, and submit a report on each visit on a format provided by the Department of Special Education. All reports will be judged acceptable by the work placement supervisor and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II.
	15.3 Given the controlled work placements specified in Objective 13.2, the descriptions of three hypothetical students, the student will devise a half-day school program for each hypothetical student in relation to his controlled work placement. These plans will be judged acceptable by a secondary teacher and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II.1
16. Develop, implement, and evaluate post-school follow-up procedures designed to provide guidance to students for a period of up to three years following graduation.	16.1 Given three case studies of students already graduated from career-oriented programs and employed full-time, the student will develop a written plan for providing follow-up services to each student for a period of three years following graduation. These plans will be judged acceptable by a vocational rehabilitation specialist, a secondary teacher, and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II.1

Competency	Student Performance Criterion	Intervention training experience	Phase
17. Develop, utilize, and evaluate procedures for communicating with parents. At each stage of the student's program, concerning goals and objectives of the program as well as student progress.	17.1 Given work and school programs developed in Objectives 13.1 and 15.5 and a simulated case report describing the home situation, the student will develop a plan for involving and/or informing parents with regard to all aspects of each of the two programs. The plan will be judged acceptable by a vocational rehabilitation counselor, a secondary teacher, and two faculty members.	431-560 Classroom Management	II.1
	17.2 Given case studies describing two sets of parents of differing socioeconomic levels, the student will conduct a simulated interview with each set of parents. Objectives for the interviews will be provided by the Special Education Project, and both interviews will be taped with faculty members playing the role of parents. The interviewing skills of the student will be judged acceptable by a vocational rehabilitation counselor, a secondary teacher, and two faculty members.	431-560 Classroom Management	II.1
18. Develop, implement, and promote a career-oriented special program in a local community.	18.1 Given the plans for a career-oriented special program developed in Objectives 1.2, the student will develop a speech to explain the program to a community service organization. The speech will be given to the student's peers and put on audio tape. The student's speech will be judged acceptable by a local business men, a vocational rehabilitation counselor, and two faculty members.	431-661 Career Ed. of Hdcp. Youth	II.1

VEH Competency Model

Diagram I


INPUT
Trainee Screening and Recruitment
PHASE I. (Individual)
Begin Trainee Progress Monitoring
Trainee Evaluation and Guidance
Course work: hrs.
431-185 Intro. to Hdcp. Youth 3
431-560 Ed. of Hand. Youth: Methods & Materials 3
431-561 Ed. of Hand. Youth: Ed. Management 3
Practicum:
431-562 Clinical Experience with Hdcp. Youth 2
PHASE II. (Classroom and Group)
Continue Trainee Progress Monitoring
Trainee Evaluation and Guidance
Course work: hrs.
431-662 Classroom Management Techniques 3
431-661 Career Ed. of Hdcp. Youth 3
431-581 Legal Rights of the Handicapped 2
Practicum:
431-660 Practicum in Spec.Ed. 2
431-480 Student Teaching: Handicapped Youth 8
18 VEH Competencies to Specified Criterion Level
Placement and Follow-up
OUTPUT

efficient, well programmed learning is promoted and the trainee is not required to per orm tasks too complex for his/her current state of professional development. Appropriate phase designation and intervention (university experiences) are listed next to each competency in the VEH Competency Program (see Table 3).

.5 Evaluation

The evaluation of the VEH program will be based upon short and long range procedures.

The short range procedures are designed to provide daily, weekly, and monthly data on the progress of the student through the program. The Prescriptive Teaching Records (Appendix C) provide daily and weekly information on the progress of the individual student through Phase I. The Student Progress Form (appendix B) provides a checklist of the program objectives which will be checked off as the student successfully completes his/her projects. This form provides information on the individual student through Phase II.

The evaluations allow the use of expert judges to carry out the evaluation of the projects. Also, this procedure allows the student to train in a real setting, apply procedures on actual youth, and be evaluated by professionals who have daily responsibility for programs.

Long range evaluation of the program is essential to check on the validity of the stated competencies and the effectiveness of the training activities. Approximately one year following graduation of the first group of trainees from the program, a follow-up study will be done of all trainees who have functioned as career special educators during that year. The purpose of this study will be three fold: 1) to assess the extent to which the stated competencies relate to actual teaching activities; 2) to obtain feedback on the degree to which the training program prepared trainees in the stated competency areas; and 3) to identify specific competencies (and related student performance criteria) which are needed but not presently included in the program. The results of this study will be used to revise the competency base for the training program, as well as specific training activities within the program. This type of follow-up study will be repeated every two

years, utilizing students who have graduated in the interim and have been working as vocational educators for the handicapped.

Although the long range plan for program improvement will result in changes over a three to five year period, it does not provide for immediate feedback on program strengths and weaknesses during the initial stages of the program. This need will be addressed in two ways. First, the program format allows for immediate feedback on behavioral outcomes of all program activities. Second, two evaluation committees (Special Education Professional Advisory Committee and Special Education Student Advisory Committee) will be formed and utilized for short-term program evaluation and feedback.

3.0 FUNCTION

Many training programs appear to work well on paper; however, it is not until after the actual training begins that unanticipated problems surface. The line between development and function is arbitrary in that, the distinction is simply a time frame based upon the actual operation with students. Programs continue to develop and change during program functioning adds relevant information unavailable during planning and as such, it is probably more meaningful.

The VEH program has been in operation for the past two academic years (1973-74, 1974-75). During that time, numerous changes have been made, and many more await attention. To date, the number of graduates has been relatively small (about 20) yet, the response from employers remains extraoidinary. The graduates have experienced a 100% placement record and, the demand for VEH graduates far exceeds their availability. In fact, most VEH trainers are hired during their practice teaching experience. In the past year, the student credit hours generated in the VEH program has increased dramatically (380%), representing a substantial commitment on the part of both the university and students to the VEH program.

During the program's operation period, four basic problem areas became apparent. Although the problem areas are separated for ease of discussion, it should be noted that they overlap to a considerable degree and are often different sides of the same coin. They are:

.1 Curriculum Design and Student Performance Evaluation - during the initial stages of training, it became evident that the VEH program should move from utilizing subjective (expert opinion) evaluations regarding student performance criteria to more objective evaluations. In addition, the general curriculum design should be changed to a more competency based criterion referenced model to accomplish the following: (a) establish test out procedures for program competencies, (b) determine entry level identification of trainees, (c) provide referenced materials and instruction to reduce redundency and, (d) provide more relevant and structured learning experiences.

.2 Competency Enlargement - the current VEH program competencies should be increased to better represent the actual skills and behaviors obtained by VEH trainees. The program competencies suggest strength in the vocational areas; however, the

vocational competencies have been somewhat ignored. The strength and uniqueness of the VEH program is in the combination of vocational education, vocational rehabilitation, and special education into a single program.

.3 Practicums - Clinical Experience - the hands-on experiences called for in planning has presented problems for a program housed in an area away from a large population center. Additionally, many practicum trainees and practice teachers experience frustration in working with rigid traditional programs stressing academic and quasi-academic skills for the secondary EMR student.

.4 Identification - the VEH program suffers from lack of identification regarding certification, housing, and degree titles.

The four problem areas will be expanded in this section. They will be treated in the same order as they appear above. The measures and/or strategies used (or to be used) to rectify the program's weaknesses will be discussed. Additionally, supportive rationale, explanations, and examples will be presented as a means to clarify both the problems and possible solutions.

3.1 Curriculum Design and Student Performance Evaluation

Most competency based programs provide instruction or intervention experiences starting from a relatively limited base leading to a terminal outcome (for example, a program containing ten competencies might be ordered 1-10). Assumptions are made regarding a) the validity or degree of relevance of the competencies, and b) the instructional design. The majority of this section addresses (b) instructional design; however, a few comments on competency relevance are in order.

(a) Experience gained from the VEH program would indicate that it may not be necessary or even possible to start with a set of competencies which are absolutely "valid". Indeed, it would seem that the best a program can do is define the competencies which appear to be necessary (a systems approach) and be willing to continually modify (change/add/drop) competencies as the need arises. Competencies are subject to change, and some which "appeared" to be relevant are likely as not those which are extraneous.

Simply put, competencies are validated after the fact and as such, many competencies must rely on both projection and validation. A training program must be based, at least partially, on projections for which hard data does not exist. A time lag of several years or more develops between training and competency validation. Competencies should be modified or dropped when evaluations indicate that they are no longer useful and, new competencies should be added when needed. Educators must be willing to take their "best shots" at predicting necessary competencies and clean up their training programs as the data becomes available. This requires constant monitoring and evaluation of competencies (see 2.5 Program Evaluation); however, it does assure the highest possible degree of relevance.

(b) The selected competencies form the program base. The competencies are ordered (e.g., 1-10) and assumptions are made regarding the acceptable entrance level of trainees. Trainees are expected to proceed through the hierchy of competencies (1-10) at their own rate. Typically, trainees are allowed several attempts to master competencies or retake entire course sections until the criterion level is met. If the entrance level of all trainees were similar, there would be little trouble with this design; however, the entrance level of trainees are quite different. Some trainees possess at the onset, program competencies either totally (2, 4, 7, 10) or in parts thereof (.7, 2.5, 7.3). Without a means of entrance level assessment, trainees are forced to participate in experiences and instruction leading to competencies which they already possess. Because of this obvious duplication and wasted time, this practice would seem both economically unsound and politically unwise.

A wide spread belief prevails among many educators that mastery of a competency implies more than passing a test. Some educators insist that a student could receive passing marks on a test but not fully understand the competency. In course work for example, most tests represent a "sample" of content material rather than the content itself. When tests are competency specific, many

instructors are accused of "teaching the test", and thereby short changing the students. Critisism is justified when instruction is directed at a "sample" of the expected content. On the other hand, it would seem that critisism is not justified when both instruction and competency testing are directed at the near totality of expected content. Naturally, this requires rather complete testing to reduce the possibility of sampling error.

Competency based criterion referenced testing is the key for a competency based curriculum. Given adequate testing, the entrance level of a trainee can be determined, and, the trainee can be directed to training experiences (referencing) which takes him from total or partial competency completion to a terminal outcome.

The student performance criteria takes on additional importance when it serves the base of testing. It is essential to look beyond the stated competency to see how it is measured. For example, let's examine the following competency:

> After instructional intervention, the student will be able to fly an airplane.

This may seem like a relatively simple competency; however it takes on a different meaning when given the following examples of divergent student performance criteria.

1. The student will successfully pass the FAA written flight test.

or 2. The student will successfully pass the FAA written and flight test. He will receive a private pilot's license.

or 3. Given four attempts, the student will successfully fly three paper airplanes of his own design over a distance of twenty feet.

In this example, it is obvious that "flying an airplane" is defined by the student performance criteria. In the first instance, a paper/pencil test is construed as flying and in the third set of criteria, performance with a model is considered flying. Only in the second set of criteria, do the elements of theory and application blend together in an appropriate degree terminating

in a license or credential. The competency statement must have a well defined set of student performance criteria in order to be useful.

The development of criterion referenced instruction is time consuming and represents a major thrust of the VEH program. It would be impossible to present the entire criterion referenced program in this paper; however, a short example might be illuminating.

The VEH program developed an extensive slide tape simulated package utilizing the Individual Instruction materials of Laurence Peter (McGraw-Hill, 1972). The three simulated case studies of "Ron," "Sandy", and "Jerry," are examples of ways in which the perscriptive teaching system can be applied. In the slide/tape presentation of Ron, the student is taken through the various elements of perscriptive teaching utilizing a case file, workbook, and typical materials that would be available in most school settings. An adapted form of "Ron" has been developed to serve as a criterion referenced test. The behavioral objectives in Test Out A,(see Table 4) refers to student performance criteria 3.1 and 4.1 (see Table 3). The test out procedures for A - referral forms and application forms are contained in Appendix C.

A quick review of the test out materials and procedures (Table 4 and Appendix C) reveals the intricacy and details necessary in criterion referenced instruction. Hoepfully, in the future, the entire VEH program will be competency based and criterion referenced.

Table 4

Test Out - Using the slide/tape presentation of Ron, the student will be able to specify the proper procedures for a referral. This will be demonstrated by the completion of the Application and Para-Educational forms and answers to the questions on Part I of the slide/tape series.

Objective	Slide No.	Answers - Use the following simulation packet - pages	References
1. The student will complete the top half of the application form (To, Pupil's, The Child's Problem, Parents or Guardian's) using the given information.	#2	2	1. Ron's slides 7-9 2. Peter's workbook pages 11-12.
2. The student will interview parents and teachers and complete information on the Para-Educational and Application forms.	#8, 11, 24	1, 2, 9	1. Ron slides 11-47 2. Sandy slides 13-16, 18-20 3. Jerry slides 12-15 4. Reference 1 - Interviewing guides for specific disabilities 5. Peter's Prescriptive Individual Instruction pages 37-40 6. Simulation Video-Taped interviews.
3. The student will place pertinent information from commulative records and other sources on Para-educational form.	#14	4-9	1. Ron slides 19-20 2. Sandy slides 17 3. Jerry slides 5-8, 11, 4. Reference 2 - Guidelin for data collection 5. Peter's Individual Instruction pages 40-4

3.2 Competency Enlargement - The program competencies (figure 4) represent some thirty - six credit hours of university experience. That is, only 27% of the degree program (130 hrs.) is covered by program competencies. The other ninty-four hours of course work (73%) is not organized into a systematic plan of inter-related and intra-related behaviors and skills.

It may be logical to assume that someone must have been thinking of competencies when a course such as "Freshman English 101" was made a required part of students' degree programs; however, the "competencies" exist only in a very tertiary sense if, they exist at all. We may assume that students receiving a passing grade in English 101 are competent in communicating vis a vis written English, yet all too often, this assumption proves to be eroneous.

Ideally, a competency based program would include all formal and informal work required for a degree or certification. In practice, it is indeed rare to find a program incorporating all of the competencies acquired by students. Many courses are assumed to have validity or, are required in the administrative structure thus escaping critical review. Two other factors appear to be working in the limitation of a totally competency based curriculum. One factor, is the sheer bulk of competencies. Given 130 credit hours and four years of college education, students are bound to acquire hundreds of competencies and perform thousands of terminal behaviors. The task of ordering and sequencing all of those skills and behaviors would be monumental and produce such a colossal list of competencies that it would most probably be useless. The second factor, is the course work which does not lend itself to quantitative measurement. Although the argument is somewhat shakey, many instructors in liberal arts state that if they were to measure competencies, only the trivial aspects of their subject would be treated. It would seem then, that compromises must be made to assume that competencies are not trivial or in a format which defies practical application.

The strength of the VEH program lies in its marriage of vocational education, vocational rehabilitation, and special education. The first two areas, i.e., vocational education and vocational rehabilitation are areas for which UW-Stout is Internationally recognized. Stout

Figure 4

University of Wisconsin--Stout
Vocational Rehabilitation - Special Education

General Studies - 40 Credits

326-101	English Comp	3
326-102	Related Writing	3
326-345	Creative Writing: Expository	1
346 or 347	Writing or Critical Writing	3
391-100	Fund. of Speech	2
479-110	General Psych.	3
308-132	Physio.&Anat.	4
387-110	Intro. to Socio.	3
3xx-xxx	Science Elect.	2-3
375-210	Government	3
338-220	Hist. of America	3
or		
320-201	Gen. Econ.	
367-127	or 369-128 Physical Ed.	2

Liberal Studies Electives (A minimum of one course from three of the following: Math, Art, Music, Theator, Literature, French, Philosophy)

Special Studies - 25 Credits

212-255	Family Living	3
229-210	Food Management	3
214-260	Basic Apparel	3
245-284	Housekeeping Skills for EMR	3
170-101	Processes	3
170-304	Indus. Crafts	2
130-140	Intro. to Graphic Art	2
170-210	Gen.Motor Mech.	2
407-561	Prep. of Audio Visual Material	2
407-560	Audio Visual Comm.	2

Special Education - 43 Credits

431-185	Intro. to Hdcp. Youth	3
431-555	Issues in Spec. Ed.	2
431-560	Ed. of Hdcp. Youth: Methods & Materials	3
431-561	Ed. of Hdcp. Youth: Ed. Management	3
431-562	Clinical Experience	2
431-660	Pract. in Spec. Ed.	2
431-661	Career Ed. of Hdcp.	3
431-662	Classroom Management	3
431-480	Student Teaching	8
421-205	A,B,C,D,E,G Profes. Teacher Education	12

Rehabilitation Required - 16 Credit

459-202	Commun. Resources	3
459-301	Rehab. Practicum	4
459-310	Rehab. Meth. I: Eval.	4
459-311	Rehab. Meth.II: Adj.	3
459-585	Mental Retardation	2

Free Electives - 8-10 Credits

Total Credits Required - 130 Credits

produces more graduates in these two areas than any other university in the nation. The resources made available to the VEH program in the areas of vocational education and vocational rehabilitation are unique and in a very real sense, form the backbone of training. Although trainees are required to take considerable amounts of course work in vocational education and vocational rehabilitation (see figure 4) the program competencies do not represent this involvement. The general studies or liberal arts component of the curriculum (40 hrs. - see figure 4) is required of all students regardless of degree or university in the state of Wisconsin. It would seem logical to expand the program competencies to include competency areas beyond general studies, even though, many important competencies are obtained in that fourty hour block.

The task of expanding program competencies is not one of simply taking course outlines and adding objectives in a patch quilt fashion, rather, it requires purposeful definition of program outcomes. Again, it is the further refinement of curriculum to find a workable tolerance between vague goals which are directionless and specific learning objectives which are micpic to the same directionless degree.

Several common elements transcend discipline areas and form a base for further competency development. One such transcending strand is the use and manipulation of tools and materials. Using this strand (tools and materials) as an example, the VEH program competencies would be expanded to include the following:

1. Identify and manipulate the following tools, materials, and processes using correct and safe techniques in production, problem solving, and fabrication.

Manipulation

1. Compression Molding	8. Heat Grind	15. Threading
2. Dip Casting	9. Measuring	16. Band Saw
3. Injection Molding	10. Metal Lathe	17. Jig Saw
4. Rotational Casting	11. Foundry	18. Jointer
5. Thermoforming	12. Metal Spinning	19. Planer
6. Forge	13. Riveting	20. Variety Saw
7. Grind	14. Sheet Metal	21. Adhesives

22. Arc Welding
23. Hot Gas Welding of Plastics
24. Oxyacetylene Welding
25. Wood Screw
26. Sawing
27. Vacuuming
28. Mopping
29. Dusting
30. Floor Surface Care
31. Wall Washing
32. Bathroom Cleaning
33. Dish & Ware Washing
34. Window Washing
35. Laundering
36. Bed Change & Make Up
37. Appliance Maintenance and Cleaning
38. Apparel Construction
39. Apparel Care
40. Food Preparation Equipment
41. Food Storage Equipment
42. Food Selection
43. Kitchen Appliances
44. Laundering Appliances
45. Machine and Hand Sewing
46. Packaging
47. Computation tools (calculators, business machines)
48. Communication tools (telephone, VTR's, projectors, recorders, players)
49. Basic Hand & Power Tools (used for measurement, cutting, forming, combining, finishing, and extracting

Obviously, the above strand (tools and materials) is limited and cuts across departments and even schools within the university. Since many of the tools and materials are experienced in course work beyond the immediate control of the VEH program, it is quite difficult to guarantee compatibility and attainment of student performance criteria. Fortunately, most of the course work required is designed around discreet projects. That is, in courses such as 170-304 Industrial Crafts, students complete projects in copper tooling, silver smithing, jewelry, wood turning, wood carving, plastic fabrication, and leather carving. The projects in this and other courses can serve as the measure of student performance regarding the use and manipulation of tools and materials. Projects are evaluated using objective criteria and reflect the concern of the previous section in that most projects are competency based and criteria referenced.

Special Fields Certification

Another aspect of this problem, i.e, competency enlargement, is the inclusion of special education in the curriculum of vocational educators. This has been accomplished by offering Special Education

Certification in Special Fields. The Wisconsin State Department of Public Instruction provides a certification category for teachers of special education in special fields. These fields and certification code numbers are as follows:

860 - Physical Education - Special Education

861 - Music - Special Education

862 - Art - Special Education

863 - Home Economics - Special Education

864 - Industrial Arts - Special Education

The requirements of the Department of Public Instruction for certification in these special fields are:

A. Eligibility for a license in one of the special fields names above, and

B. Nine semester credits of course work in:

(1) introduction or nature of exceptional children

(2) practicum in the particular area of specialization with exceptional children

(3) elective in special education

C. A statement from the institution at which the above course work was completed, attesting to the competence of the applicant in the area of specialization with exceptional children.

The University of Wisconsin--Stout offers teacher preparation programs in four of the five fields listed above, i.e., Physical Education (860), Art (862), Home Economics (863), and Industrial Arts (864).

The planned sequence of course work allows students completing teacher certification in special fields, i.e., Industrial Education, Home Economics, Art Education, and Physical Education to receive Special Education Certification in their special fields.

This eleven semester credit sequence meets Wisconsin Department of Public Instruction certification requirements. It is looked upon by the Bureau of Education for the Handicapped - U.S. Office of Education and DPI personnel as representative of a needed direction in both special education and the special fields.

Students who are completing teacher certification programs in the fields of Art Education, Physical Education, Home Economics and

Industrial Education may elect to be credentialed to teach handicapped youth in their special field by completing the following courses currently offered in Special Education.

431-185 or 479-562	Introduction to Education of Handicapped Youth Psychology of the Exceptional Child	3 hrs.
431-561	Education of Hdcp. Youth. Ed. Management	3 hrs.
431-562	Clinical Experience with Hdcp. Youth	2 hrs.
431-662	Classroom Management	3 hrs.
	Total -	11 hrs.

The above courses represent a sequential program designed to: (a) meet State Special Education Special Fields certification requirements, (860-864, page 16, Wisconsin Certification Standards, 1972), and (b) provide students with skills and knowledge necessary for teaching handicapped youth. When translated to competencies, the eleven hours of existing course work becomes a free standing unit in both scope and sequence. The eleven hour sequence would develop the following competencies

Competencies	University Experience	Student Performance Criteria
1- Identify, characterize and define handicapped children in terms of deficit and developmental need.	431-185 or 479-562	Prepare a plan for identification and definition of handicapped youth.
2- Discuss the variances of handicapped children to the overall population with reference to normative and statistical data.	431-185 or 479-562	Develop an analysis of the handicapped population in reference to the normative population.
3- Plan instruction in vocational areas for troubled students.	431-561 431-562	Complete a vocational planning project with a handicapped youth.
4- Provide instruction in vocational areas using prescriptive and diagnostic teaching.	431-561 431-562	Complete a three month instructional project with a handicapped youth.
5- Specify and control change of problem behaviors.	431-662	Prepare reports of behavior management procedures with at least 3 problem behaviors.
6- Develop plan for dealing with extreme behavior problems.	431-662	Prepare a written plan

Competencies	University Experience	Student Performance Criteria
7- Consult with other secondary teachers.	431-662	Simulate a consultation session with a secondary teacher.
8- Develop and implement procedures for consulting with parents on student progress.	431-662	Develop a written plan and simulate an interview with parents on student progress.

Competency enlargement should result in a more unified program. As one visitor from H.E.W. put it, "The VEH program has all of the necessary elements; however, it is like a meal with different dishes on a tray rather than a superb casserole." Our efforts in competency enlargement and project oriented taaks are directed at providing a more unified program representative of both training and planning.

3.3 Practicum and Clinical Experience - A training program should offer trainees a balance between idealized and realistic practicum experiences. Trainees should be exposed to the student groups or clients which they will eventually serve. Additionally, trainees should have some practicum experience early in training so that training becomes more reality based and, so that, trainees can make better decisions regarding their involvement in the program.

Providing practicum experiences has been hampered by the following two factors, a) distance, and b) site orientation.

Distance - UW-Stout is located approximately sixty miles away from a large population center (Minneapolis -St. Paul). Most current practicum sites, i.e., secondary schools, workshops, and activity centers, have a limited ceiling on participants. Commuting to the Twin Cities is most difficult for a three hour practicum twice a week although, for longer practicum experiences such as practice teaching, this distance is not a problem. A possible solution to this problem would be to require two terms of student teaching - one informal experience at the beginning of training and a more formal experience to the conclusion of training. Also, efforts are underway to further develop nearby practicum sites.

Site Orientation - Most practicum sites are based upon the traditional academic and quasi-academic models. Vocational education for the handicapped is still in the infancy stage and ideal practicum sites simply do not exist. Several demonstration programs are open to VEH trainees, namely, the SERVE program at District 916, White Bear Lake, Minnesota, and the Vocational Development Center at the University of Wisconsin-Stout; however, both programs are somewhat artificial in that they do not totally relate to the skills and behaviors needed in secondary programs. The VEH program staff has initiated development for a demonstration program with the Menomonie Public Schools in hopes of providing or having access to an ideal secondary program.

3.4 Identification - the VEH program suffers from lack of identification regarding certification and degree titles. Currently, program graduates receive a B.S. degree in Vocational Rehabilitation and teacher certification in Secondary EMR (Educable Mentally Retarded). Efforts are underway to better align the degree title(s) and certification(s) with vocational education for the handicapped. This was one of the areas recognized by BEH personnel in a recent site visit (see Appendix D for the site visit review) as needing attention. The VEH program staff, UW-Stout administration, and the Wisconsin Department of Public Instruction have wrestled with this problem for several years. About all that can be said at this point in time is simply that large bureaucratic systems, i.e., UW-System and a categorical certification system, are most reluctant to change. Hopefully, more appropriate identification will be forthcoming.

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APPENDICES

A. Special Education Study Field Questionnaire

B. Summary of Program Competencies and Student Performance Criteria

C. Test Out Procedures for Referral Forms

D. Bureau of Education for the Handicapped Report of the September 23-24 Site Visit to the University of Wisconsin-Stout, Menomonie, Wisconsin

APPENDIX A

Special Education Study Field Questionnaire

INSTRUCTIONS: The following information about yourself is important for our study. You need not identify yourself, but it is important that the data is accurate.

1. Education.

Degrees Held	Major	Minor	College
1)			
2)			
3)			

Working toward certification? _____ Hold special education certification? _____

2. Teaching Experience. Number of years teaching:

Secondary level EMR (grades 10-12). . _____ years TMR . . . . . _____ years

Other EMR . . . . . _____ years Non-retarded students . . . . . _____ years

3. Non-Teaching Employment: _____ years

4. Present Age _____ years

5. Sex: Male _____ Female _____

6. School Information. Check which you work in:

Senior high with work study (a combination classroom education & work experience) _____ Combined junior/senior high work work-study _____

Senior high without work study _____ Combined junior/senior high without work-study _____

7. Percentage of Time Spent In: (Total time equals 100%)

Classroom teaching of the EMR _____% Work experience coordination _____%

Other classroom teaching _____% Other _____ _____%

B. How Many:

EMR students in grades 10-12 in your school? _____

Total students in your school? _____

People in the city where your school is located? _____

Part I - PROPORTION OF EMPHASIS devoted to curriculum areas. The results of our research efforts on the needs of the educable mentally retarded (EMR) indicate that a high school curriculum for these students must be essentially concerned with four areas: (A) Psycho-Social, (B) Activities of Daily Living, (C) Academic, and (D) Occupational Information and Preparation.

INSTRUCTIONS: Please read and consider those specific needs that must be met in each of the curriculum areas listed below. Then, on the following page rate the percentage of emphasis you feel should be spent preparing students in each of these curriculum areas.

A. Psycho-Social Curriculum Area. The students needs to:

1.1 exhibit socially acceptable behavior and self-expression (e.g., form and maintain social relationships, be accepted).

1.2 exhibit adequate self-awareness, self-confidence, and self-concept.

1.3 exhibit ability to participate with "normals".

1.4 exhibit the ability to think independently and resourcefully and to take an initiative.

1.5 exhibit spiritual as well as material values (e.g., value happiness, beauty, etc., as well as money and belongings).

1.6 exhibit responsibility toward himself and others.

B. Activities of Daily Living Curriculum Area. The student needs to:

2.1 exhibit proper care of himself in grooming, hygiene, and physical safety.

2.2 exhibit awareness of sex facts, responsibilities of sexual relationships and behavior, and parenthood.

2.3 exhibit home management abilities, e.g., cooking, cleaning, sewing and repairing garments, caring for lawn, caring for children, meeting emergencies.

2.4 exhibit awareness of family relationships and the ability to live within them.

2.5 exhibit necessary mobility, e.g., drive a car, walk in the community, utilize public transportation facilities.

2.6 exhibit ability to use community resources, e.g., libraries, churches, movies, agencies, etc.

2.7 exercise his civic rights and responsibilities, e.g., the right to vote, adherence to the law, fundamentals of government.

2.8 exhibit sufficient communication ability to make his thoughts understood.

2.9 exhibit appropriate leisure activities, e.g., sports, hobbies, etc.

C. Academic Curriculum Area. The student needs to:

3.1 exhibit reading skills sufficient to comprehend a newspaper, application form, safety signs, highway signs, etc.

3.2 exhibit arithmetic skills sufficient to count his money, balance his checkbook, read a thermometer, etc

3.3 exhibit spelling and writing skills sufficient for social correspondence, completing job applications, completing simple forms (credit, social security), etc.

3.4 exhibit awareness of social studies and science sufficient to indicate an understanding of the basics of American and community history, geography, nature, ecology, etc.

D. Occupational Information and Preparation Curriculum Area. The student needs to:

4.1 exhibit proper work habits, e.g., awareness of time, supervisor and peer relationships, motivation, etc

4.2 exhibit motor skills sufficient to obtain appropriate employment, e.g., motor coordination, tolerance, strength, eye-hand coordination.

4.3 exhibit awareness of many occupations, their skill requirements, and the personal needs of individuals who work in these occupations.

4.4 exhibit ability to seek and apply for a job, e.g., where to look for employment agencies, how to complete job application forms and interviews, etc.

4.5 exhibit competency in a specific occupational skill, e.g., clerical, services, industrial, agricultural, etc.

4.6 exhibit the ability to do satisfactory work on a reguler job.

After considering each of the above curriculum areas and the specific needs subsumed under each, please indicate below the percentage of emphasis that you feel should be spent in each of the four areas during the overall three-year high school program. (Be sure the total of the four areas equals 100%).

	Percentage of Emphasis
A. Psycho-Social Curriculum Area	_____%
B. Activities of Daily Living Curriculum Area	_____%
C. Academic Curriculum Area	_____%
D. Occupational Information & Preparation Curriculum Area	_____%

Part II - TEACHER COMPETENCIES

INSTRUCTIONS: To meet the student needs listed in Part I, the high school curriculum for the EMR should provide a wide range of experiences, activities, and instruction in the four curriculum areas. Specific experiences for each of the curriculum areas are listed in column 1. We would like you to:

In column 1, rate the relative importance of each item listed, i.e., how important you feel this experience, activity, or instruction is in the EMR curriculum;

In column 2, indicate who ideally should provide this activity: a special education teacher, a prevocational coordinator (concerned with educative and habilitative functions but giving greater attention to the latter), other school personnel (counselor, psychologist, regular class teacher, social worker), or others outside of school (welfare, DVR, sheltered workshop);

In column 3, indicate who in practice now provides this activity: a special education teacher, a prevocational coordinator, other school personnel, others outside the school, or it is not provided.

Because there may be several activities listed within one item, please be sure that you respond to the item as a whole and not to any one part. Your response should indicate your overall reaction regarding the item.

(1) Rating of the importance of curriculum experience, activity, or instruction. Circle the appropriate number: 1 = Not Important; 2 = Slightly important; 3 = Moderately important; 4 = Important; 5 = Very important	(2) Indicate with an "x" WHO you feel ideally should perform this activity (you may check more than one)					(3) Indicate with an "x" WHO in practice performs this activity (you may check more than one)					
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of Sch.	Not Provide
A. Psycho-Social Curr. Area The student must be provided with:														
1.1 techniques of expressing socially acceptable behav.	1	2	3	4	5	—	—	—	—	—	—	—	—	—
1.2 necessary reinforcement for the development of adequate self-confidence, self-awareness, and self-concept.	1	2	3	4	5	—	—	—	—	—	—	—	—	—

	Rating					Ideally				In Practice				
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out Of School	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out Of School	Not Provide
1.3 a wide range of opportunities for maximum interaction with "normals"	1	2	3	4	5	—	—	—	—	—	—	—	—	—
1.4 instruction in and opportunities for independent and resourceful thinking and initiative	1	2	3	4	5	—	—	—	—	—	—	—	—	—
1.5 an appreciation of the aesthetic values, e.g., happiness, beauty	1	2	3	4	5	—	—	—	—	—	—	—	—	—
1.6 social, emotional, and intellectual functioning related to his home background	1	2	3	4	5	—	—	—	—	—	—	—	—	—
1.7 professional assistance in helping parents meet student needs, e.g., emotional support, dietary and rest requirements	1	2	3	4	5	—	—	—	—	—	—	—	—	—
1.8 professional assistance in developing responsibility to himself and others	1	2	3	4	5	—	—	—	—	—	—	—	—	—
Additional:_____	1	2	3	4	5	—	—	—	—	—	—	—	—	—
_____														
B. Activities of Daily Living Curriculum Area														
The student must be provided with:														
2.1 instruction in methods of home management, e.g., cooking purchasing and budgeting, clothing construction, etc.	1	2	3	4	5	—	—	—	—	—	—	—	—	—

	Rating					Ideally					In Practice				
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School		Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Provided
2.2 instruction in methods of home mechanics, e.g., operating appliances, minor repairing, caring for equipment	1	2	3	4	5	—	—	—	—		—	—	—	—	—
2.3 instruction in methods of personal care, e.g., hygiene, nutrition, parenthood, sex education, safety	1	2	3	4	5	—	—	—	—		—	—	—	—	—
2.4 instruction in methods of utilizing community resources, e.g., post office, churches, etc.	1	2	3	4	5	—	—	—	—		—	—	—	—	—
2.5 instruction in use of leisure time, e.g., sports, crafts, social activities	1	2	3	4	5	—	—	—	—		—	—	—	—	—
2.6 instruction in methods of mobility, e.g., driving, utilization of mass transportation	1	2	3	4	5	—	—	—	—		—	—	—	—	—
2.7 instruction in rights and responsibilities of civic activities, e.g., laws, voting, participation, etc.	1	2	3	4	5	—	—	—	—		—	—	—	—	—
2.8 opportunities and training in communication skills, eg. reading, writing, and speaking appropriately for daily activities.	1	2	3	4	5	—	—	—	—		—	—	—	—	—
2.9 opportunities to become aware of his responsibilities to himself & others	1	2	3	4	5	—	—	—	—		—	—	—	—	—

	Rating	Ideally				In Practice				
	Not Import. Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Not Provided
Additional _____	1 2 3 4 5	—	—	—	—	—	—	—	—	—
C. Academic Curriculum Area										
The student must be provided with:										
3.1 an ongoing evaluation of academic abilities and limitations, eg. through observation, testing, etc.	1 2 3 4 5	—	—	—	—	—	—	—	—	—
3.2 academic skill instruction related to present and future vocational and social adjustment	1 2 3 4 5	—	—	—	—	—	—	—	—	—
3.3 curriculum models so as to receive organized academic instruction in appropriate scope and sequence.	1 2 3 4 5	—	—	—	—	—	—	—	—	—
Additional _____										
D. Occupational Information & Preparation Curric. Area										
The student must provided with:										
4.1 vocational evaluation, e.g. interest & aptitude tests, job samples, work tasks, situational assessments, on-the-job evaluations	1 2 3 4 5	—	—	—	—	—	—	—	—	—
4.2 instruction & training for work adjustment, eg. work habits, interest, motivation, interpersonal relationships, etc.	1 2 3 4 5	—	—	—	—	—	—	—	—	—

	Rating					Ideally				In Pr	
	Not Import.				Very Import.	Spec. Ed. Tchr.	Pre-Voc. Coord.	Other School Pers.	Out of School	Spec. Ed. Tchr.	Pre-Voc. Coord
4.3 activities promoting the development of manual abilities (motor skills)	1	2	3	4	5	___	___	___	___	___	___
4.4 skills for a specific job or jobs,e.g., clerical, service, indus., etc.	1	2	3	4	5	___	___	___	___	___	___
4.5 vocational information, guidance and counseling, e.g., familiarization with world of work, knowledge of many occupations, thier skill require.,etc.	1	2	3	4	5	___	___	___	___	___	___
4.6 instruc. in methods of job seeking and application	1	2	3	4	5	___	___	___	___	___	___
4.7 instruction in the use of community resources which aid in vocational and social adjustment,e.g., DVR, social services	1	2	3	4	5	___	___	___	___	___	___
4.8 job tryouts	1	2	3	4	5	___	___	___	___	___	___
4.9 job placement upon completion of schooling	1	2	3	4	5	___	___	___	___	___	___
4.10 a professional person competent to make reports of the student's progress evaluations, and recommendations to agencies & potential employer	1	2	3	4	5	___	___	___	___	___	___
4.11 post-school activ.,coord. by a prof., when neccessary	1	2	3	4	5	___	___	___	___	___	___
Additional _____	1	2	3	4	5	___	___	___	___	___	___

REER SPECIAL EDUCATOR STUDENT RECORD: U of W – Stout

e – Last, First, Middle	Social Security No.
ersity Address – Street, City, Zip	UW Telephone
nanent Address – Street, City, State, Zip	Permanent Telephone

ram Use

PHASE I

COMPETENCY (Program Sequence)	UNIVERSITY EXPERIENCE	STUDENT PERFORMANCE CRITERIA	Date	EVALUATOR – Intial							
				Rehab. Counselor	Special Ed. Teacher	Psychologist	Principal	Professor 1	Professor 2	School Counselor	Employers
Plan instruction in academic areas for troubled students.	Ed. of Hand. Youth – Methods & Materials	3.1 Complete four instructional projects. Complete written analysis of six instructional materials.									
Use behavior management procedure to analyze and improve students' vocational skills.	Rehab. Methods	5.1 Complete three vocational behavior projects.									
Analyze students' occupational aptitudes, liabilities, strength, personal goals, and expectancies.	Rehab. Methods	6.1 Work with two students; prepare reports on same.									
Assist student in development of goals.	Rehab. Methods	8.1 Evaluation of taped interviews.									
Develop, utilize, and evaluate job samples.	Rehab. Methods	10.1 Prepare reports on commercially available work sample kits.									
		10.2 Do an written analysis of existing work samples for handicapped youth.									
		10.3 Develop a work sample.									
		10.4 Develop a written report on the results of the effectiveness of a work sample with a handicapped youth.									

STUDENTS MUST FINISH THE ABOVE COMPETENCIES BEFORE STARTING PHASE II

SEE REVERSE SIDE FOR PHASE II

COMPLETE PHASE I BEFORE STARTING PHASE II

	COMPETENCY (Program Sequence)	UNIVERSITY EXPERIENCE	STUDENT PERFORMANCE CRITERIA	Date	EVALUATOR – Intial							
					Rehab. Counselor	Special Ed. Teacher	Psychologist	Principal	Professor 1	Professor 2	School Counselor	Employers
(1)	Develop a career oriented special education program.	Career Ed. of Hand. Youth Practicum	1.1 Prepare a simulated plan for Career Education Program.									
			1.2 Develop an original plan for a given school district.									
(2)	Select students for career special education program.	Career Ed. of Hand. Youth Practicum	2.1 Prepare a plan for selection of students.									
			2.2 Develop case studies which will be presented to an inter-disciplinary staffing.									
(3)	Provide instruction in academic areas.	Career Ed. of Hand. Youth Methods & Materials Student Teaching	3.1 Complete academic instruction with handicapped youth.									
			3.2 Develop four units in a vocational area and carry out instruction with a small group of handicapped youth.									
(4)	Specify and control change of problem behaviors.	Student Teaching Education Management Classroom Management	4.1 Prepare reports of behavior management procedures with at least three problem behaviors.									
		Classroom Management Techniques Student Teaching	4.2 Develop plan for dealing with extreme behavior problems.									
(7)	Analyze local job market and community work conditions.	Career Ed. of Hand. Practicum Rehab. Methods	7.1 Complete report on community occupational analysis.									
(9)	Develop student program.	Career Ed. of Hand. Youth	9.1 Prepare program plan.									
(11)	Conduct job application interview simulations.	Career Ed. of Hand.	11.1 Develop mock job application and interview procedures for jobs.									
			11.2 Utilize mock job applications with students and reports on their effectiveness.									
(12)	Consulation with other secondary teachers.	Student Teaching Classroom Management Techniques	12.1 Arrange integration of students into regular classes.									
			12.2 Develop a written plan for integration that covers the entire secondary program.									
			12.3 Perform and report on "helping function" with regular teacher.									
(13)	Identify, establish, and maintain part-time work placements for students.	Career Ed. of Hand. Youth	13.1 Prepare list of part time job placements in the community.									
			13.2 Prepare a list of part time job placements within the school.									
			13.3 Conduct and tape interviews with prospective employers.									
(14)	Train employers on requirements of controlled work placement.	Career Ed. of Hand.	14.1 Prepare written specifications of roles.									
(15)	Supervise students in on-the-job placement.	Career Ed. of Hand. Youth	15.1 Develop plan for system to monitor and evaluate students job placements.									
			15.2 Complete supervisory visits in a work setting and submit a report.									
			15.3 Devise a half day school program for students with work placement.									
(16)	Develop, implement, and evaluate follow-up procedures (three year period).	Career Ed. of Hand. Youth	16.1 Prepare follow-up plans for at least three students.									
(17)	Develop and implement procedures for consulting with parents on student progress.	Classroom Management	17.1 Prepare plan for consultation procedures. Demonstration simulation.									
(18)	Develop, implement, and promote career oriented special education program in the local community.	Career Ed. of Hand. Youth	18.1 Develop speech to explain program to a community service organization.									

APPENDIX C

Test Out Procedures for Referral Forms

1. Narrator: As a test out procedure for Educational Management, you will be asked to listen to the following slide tape presentation. A booklet provided by your instructor will contain some of the papers found in Ron's cumulative school records. Using these slides and records, you will be expected to complete the Peter's Prescriptive Teaching Forms.

2. Narrator: Turn to the first page of the pamphlet. Using the information given, complete the top half of the application record.

3. Narrator: After reviewing the available background information follow Cora as she conducts a parent interview. Answer all questions using either the Peter's forms or the attached sheets of paper.

4. Prescriptive Teacher: First, I had to call Ron's parents. We agreed to meet at Mrs. Johnson's home at 10:30, Wednesday morning.

5. Prescriptive Teacher: As I knocked on the door, I felt a bit apprehensive, but I was soon invited in and made to feel at home.

6. Prescriptive Teacher: I checked the routine information on the application record with Mrs. Johnson and found that it was accurate.

7. Prescriptive Teacher: The section entitled "The Child's Problem" seemed a bit vague, however.

8. Narrator: Why do you suppose this statement was too vague to be meaningful? Further, what would you say to Mrs. Johnson to get her to be more explicit and behavioral in her description of Ron's behavior?

9. Prescriptive Teacher: Having clarified Ron's problem as much as I could with Mrs. Johnson, I asked, "Could you bring Ron on Monday, Wednesday, and Friday at 3:00 in the afternoon.

10. Mrs. Johnson: Well, Ron likes to go swimming on Wednesday and Friday. I don't want him to feel that working with you is a punishment.

11. Narrator: How would you respond?

12. Prescriptive Teacher: I decided that Mrs. Johnson had a point, so I asked, "Would 1:00 on Monday, Wednesday, and Friday be better?"

13. Mrs. Johnson: Well, Monday and Friday would be fine. I know the school wouldn't mind, but it would be more convenient if we could skip Wednesday and only come two days a week.

14. Narrator: How would you respond to this request? After you have decided, please complete the schedule on your application record. Also, study the para-educational information record completed by Ron's mother. Discuss the relevance of this information and any other data not appearing on the form which you want to obtain.

REFERENCES

1. Guidelines for the Collection, Maintenance, and Dissemination of Pupil Records, Russell Sage Foundation, Sterling Forest Conference Center, Sterling Forest, New York, 1970.

2. Interviewing Guides for Specific Disabilities - Mental Retardation, U.S. Department of Labor, Manpower Administration. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20202. $.05.

3. Sluzer, Beth and Mayer, G. Roy. Behavior Modification Procedures for School Personnel, Dryden Press Inc., Hinsdale, Illinois, 1972.

4. Poteet, James A. Behavior Modification - A Practical Guide for Teachers, Burgess Publishing Company, Minneapolis, Minnesota, 1973.

5. Classroom Mangement - The Successful Use of Behavior Modification, K. Kaniel O'Leary and Susan G. O'Leary. Pergamon Press, Inc. New York, 1972.

6. Peter, Laurence J., Individual Instruction, McGraw-Hill Book Company, New York, 1972.

7. Peter, Laurence, J., Workbook - Individual Instruction, McGraw-Hill Book Company, New York, 1972.

PRESCRIPTIVE TEACHING SYSTEM

APPLICATION

Name	School or College	
Number Street	City State Zip	Telephone ( )

Last Name	First	Initial	Sex Male ☐ Female ☐	Birth Date Month Day Year
Number Street	City State Zip			Telephone ( )

School

Name	Grade	Class	Teacher	Referred Yes ☐ No ☐
Number Street	City State Zip			Telephone ( )

Describe in brief but specific terms.

GUARDIAN'S CONSENT

Last Name	First	Initial	CONSENT: You are authorized to obtain information from this pupil's medical, psychological, social agency, and school records.	
Number Street		Telephone ( )		
City State Zip			SIGNATURE	DATE

DO NOT WRITE BELOW. FOR OFFICE USE ONLY

For your information, the application for prescriptive teaching of this pupil is:

☐ DECLINED.

☐ DEFERRED. Application will be reviewed on _____ / / _____.

☐ ACCEPTED. The prescriptive teacher is _____ who will teach this pupil as indicated below:

	DAY	TIME		
☐	Monday	_____	to _____	Parent's or guardian's presence is required on the days checked at left.
☐	Tuesday	_____	to _____	
☐	Wednesday	_____	to _____	
☐	Thursday	_____	to _____	
☐	Friday	_____	to _____	
☐	Saturday	_____	to _____	

At _____ Room _____

TRANSPORTATION PROVIDED BY:

_____

_____

REMARKS:

_____

_____

_____

PRESCRIPTIVE TEACHER	DATE	FILE NUMBER

PRESCRIPTIVE TEACHING SYSTEM

CONFIDENTIAL

PARA-EDUCATIONAL INFORMATION

Last Name	First	Initial	File Number

CLASSIFICATION	SOURCE OF INFORMATION
☐ Aphasia	
☐ Auditory Handicap	
☐ Autism	
☐ Chronic Illness (specify):	
1.	
2.	
3.	
☐ Dyslexia	
☐ Emotional Disturbance	
☐ Learning Disorder	
☐ Mental Retardation EMR	
☐ Mental Retardation TMR	
☐ Neurological Handicap	
☐ Orthopedic Handicap	
☐ Perceptual Disorder	
☐ Schizophrenia	
☐ Speech Defect	
☐ Visual Handicap	
☐ Other Handicaps (specify):	
1.	
2.	

1.	5.
2.	6.
3.	7.
4.	8.

1.	4.
2.	5.
3.	6.

Attach all supporting documents and/or letters for information shown above.

PRESCRIPTIVE TEACHER	DATE

APPENDIX D

BUREAU OF EDUCATION FOR THE HANDICAPPED
REPORT OF THE SEPTEMBER 23 - 24 SITE VISIT
TO
UNIVERSITY OF WISCONSIN-STOUT, MENOMONIE, WISCONSIN

Circumstances of the Visit

The site visitors were Sandra Davis, Project Officer, Bureau of Education for the Handicapped; Bruce Balow, Professor, Special Education, University of Minnesota; Charles Wrobel, Assistant Superintendent for Special Needs, District 916, White Bear Lake, Minnesota. Dr. Balow served as chairman of the team.

The purpose of the visit was to review and make observations regarding the training program for vocational educators of the handicapped, to contrast present functioning with prior documents on program plans and to make recommendations regarding future planning and activities of the project. The site team did initial planning for the visit on Sunday evening, September 22 following review of written documents on the program and then visited with the program faculty, Bob Brock and Beth Sullivan, with the Department Chairman, Paul Hoffman and the School of Education Dean, John Stevenson and the University Vice-Chancellor, Wesley Face at various times throughout the day of September 23. Information gathering continued on the morning of September 24 until midmorning at which time the site visitors described observations of program strengths and weaknesses and recommendations for future activity to the program staff and subsequently to the staff plus the Department Chairman and the Dean.

A discussion lasting about one and one-half hours was held with a dozen of the program students on the afternoon of the 23rd as part of the information gathering process. Observations of students in practicum or field placements were not made nor were visits to facilities off campus.

General Observations

This is a small program with two full-time and two part-time faculty members concentrating on education of handicapped children in a very unique institutional setting. This university has an outstanding reputation for its progress in vocational education, industrial education, and vocational rehabilitation. A program to teach

vocational education teachers about handicapped children and to prepare vocational educators of the handicapped can draw from the full resources of the institution providing it with strength in the vocational and rehabilitation realms that probably no other program in special education in the country can match. This project has however, had a history of slow development, in part because of the absence of a commitment of substantial resources from the University and in part because of turnover in the project director position. Both of those matters seem to have become, to a considerable extent, resolved in the past year with a clear commitment of resources from the institution and the selection of a project director who appears quite capable of developing the program along lines of the original project proposal. That does not mean to imply that the staffing problem is solved since it is quite clear that to fully realize the outstanding opportunity available at Stout, there will have to be a sizeable increase in the resources allocated to this program. Because the University of Wisconsin--Stout has a unique opportunity for national leadership in vocational education for the handicapped, there would seem to be good reason for increased support of the program at the local level as well as from whatever federal resources might be available including not only the Bureau of Education for the Handicapped but the set-aside monies in vocational education.

Graduates of the Stout program in handicapped are certificated by the Department of Public Instruction in the State of Wisconsin. There is however, a problem in the University gaining approval of the higher education system in Wisconsin to label this certification program in such a way that it is identified as preparing vocational educators for the handicapped. While that does not in anyway diminish the effectiveness of the program with respect to those teachers who are enrolled, it does reduce the effectiveness of the institution in advertising its program, in disseminating information about the program, and in providing the most appropriate identification for graduates of the program. Therefore, it would be a distinct advantage if it were possible to gain the approval of the West Central Wisconsin Consortium and the University System to make an appropriate identification of the program.

The University of Wisconsin at Eau Claire is only 25 miles from Stout and it may be suspected that because of the Eau Claire program in Special Education is quite large (providing degree programs for about 600 undergraduates in Mental Retardation and more than 100 graduate students in Mental Retardation, Learning Disabilities, and Emotional Disturbance), the Stout program is unnecessary and wasteful competition for this same group of students serving the same geographic area of Wisconsin. Our observations would suggest that this is clearly not the case. The Stout program focuses specifically on vocational education for the handicapped, whereas the Eau Claire program focuses almost exclusively upon a standard EMR and related disorders emphasis on school skills of reading and arithmetic together with standard kinds of social development and language development activities for retarded and other handicapped children. The Eau Claire program does also have a very limited orientation to occupational education, but has more than it can handle without vocational education and can in no way compare with the Stout program in that field.

It seems appropriate that both Stout and Eau Claire should strengthen their own particular specialties without trying to extend themselves into the area of strength of the sister institution.

Program Strengths

Faculty are commited, have appropriate knowledge, and are energetic about trying to build an appropriate program. The students appear to be good people with solid practical orientation to the problems of vocational education for the handicapped and they develop in their program considerable skill with which to work at those problems. The institution offers an outstanding set of back-up resources and the program itself has excellent psychological support and encouragement from the Dean of the School of Education and from the Vice-Chancellor of the University. The Department Chairman offers not only direct psychological support but also the wisdom of years of university administrative experience and monetary support whenever possible. Important as these strengths are they do not fully match up to the need for additional program resources to make significant progress on the twin goals of fulfilling state needs and becoming a national

model for the training of vocational educators of the handicapped.

Program Problems

First, of course, the staff is overloaded. They simply cannot carry off the multi-faceted responsibilities of instruction, program development, interaction with other units both internal and external to the University, evaluation and program dissemination without additional help. Secondly, the identification of the program should be as clearly as possible established with emphasis upon both vocational education and handicapped. That identification should run through all course titles, to the extent possible, and should permeate descriptions of program content and goals. Thirdly, course content and course titles should be made congruent, that is, internally consistent and fourthly, related to the third, the course content should be organized to be consistent with the program description of competencies which in turn should be more completely detailed. There is a great deal of such work to be done in further program development and internal program revision.

Recommendations

The recommendations are simple and follow from the above description of the program circumstances and its strengths and weaknesses. To make significant progress toward the project goals, we recommend the following:

1) Additional resources from local support.
2) Pursuit of additional federal resources, especially from the Vocational Education set-asides for the handicapped.
3) Improvements in congruence of course titles and content, the program competencies and course content, and in the evaluation plans and implementation.
4) Dissemination of the program model, particularly to training institutions for vocational educators.